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SOCIO-PSYCHOLOGICAL CONSEQUENCES OF CYBERBULLYING ON ADOLESCENTS' INTERPERSONAL COMMUNICATION

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Abstract: This article is devoted to the theoretical study of the socio-psychological consequences of cyberbullying in adolescents' interpersonal communication. Cyberbullying refers to the repeated humiliation, mockery, or dissemination of false information through the Internet and mobile technologies, and it negatively affects adolescents' social skills and mental well-being [1,2]. The article examines the concept and forms of cyberbullying, its impact on adolescents' interpersonal communication, the decrease in empathy and social trust, as well as its psychological consequences, based on academic resources. The research identifies the socio-psychological outcomes of cyberbullying through theoretical analysis and comparison of existing scientific literature, and proposes preventive strategies.

Key words: adolescent, cyberbullying, interpersonal communication, socio-psychological consequences, empathy, social networks.

Annotatsiya: This article is devoted to the theoretical study of the socio-psychological consequences of cyberbullying in adolescents' interpersonal communication. Cyberbullying refers to the repeated humiliation, mockery, or dissemination of false information through the Internet and mobile technologies, and it negatively affects adolescents' social skills and mental well-being [1,2]. The article examines the concept and forms of cyberbullying, its impact on adolescents' interpersonal communication, the decrease in empathy and social trust, as well as its psychological consequences, based on academic resources. The research identifies the socio-psychological outcomes of cyberbullying through theoretical analysis and comparison of existing scientific literature, and proposes preventive strategies.

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Аннотация: Статья посвящена теоретическому исследованию социально-психологических последствий кибербуллинга в межличностном общении подростков. Кибербуллинг – это систематическое унижение, насмешки или распространение ложной информации через Интернет и мобильные технологии, что негативно влияет на социальные навыки и психическое благополучие подростков [1,2]. В статье рассматриваются понятие и формы кибербуллинга, его влияние на межличностное общение подростков, снижение эмпатии и социального доверия, а также его психологические последствия на основе академических источников. В исследовании выявляются социально-психологические последствия кибербуллинга посредством теоретического анализа и сравнения существующей научной литературы, а также предлагаются превентивные стратегии.

Ключевые слова: подросток, кибербуллинг, межличностное общение, социально-психологические последствия, эмпатия, социальные сети.

INTRODUCTION

In recent decades, the Internet and social networks have begun to play a central role in the daily lives of adolescents. They are used as a means of online communication, collaboration in the educational process, entertainment activities, and social support. However, along with these advantages, the Internet and social networks also have negative consequences, one of the most dangerous of which is cyberbullying. [2].

Cyberbullying is defined as the act of repeatedly humiliating, mocking, spreading false information, or harassing an individual through the Internet and mobile technologies [3]. This phenomenon significantly undermines adolescents' mental well-being and interpersonal communication. The rapid prevalence of cyberbullying among adolescents may lead to social isolation, a decline in empathy, and a decrease in self-esteem [1,4].

Adolescence is a developmental period during which personal identity, social skills, and emotional stability are formed. Therefore, examining the socio-psychological consequences of cyberbullying among individuals in this age group is particularly relevant and important [5].

The aim of this article is to theoretically analyze the socio-psychological impact of cyberbullying on adolescents' interpersonal communication and to develop recommendations for its prevention.

The research objectives are as follows:

1. To explain the concept, types, and characteristics of cyberbullying;
2. To analyze the socio-psychological processes involved in adolescents' interpersonal communication;
3. To theoretically assess the effects of cyberbullying on empathy, social trust, and mental well-being;
4. To develop preventive recommendations based on scientific literature.

Theoretical Background. The term cyberbullying was first examined by Olweus (2010), who defined it as the repeated harassment or humiliation of an individual in an online environment [4].

Since cyberbullying can manifest in various forms, researchers classify it into several types:

1. Mockery and Humiliation: sharing offensive posts, images, or videos on social media;
2. Spreading False Information: disseminating distorted or false information about a person to the public;
3. Threats and Intimidation: sending threatening or harassing messages online;
4. Social Exclusion: removing an individual from group chats or social networks and cutting off communication with peers [5].

The online nature, anonymity, and wide reach of cyberbullying make it more dangerous than traditional in-school bullying. For example, the internet and social media allow continuous harassment, verbal aggression, mockery, and the spread of harmful content targeting adolescents. These characteristics make cyberbullying a “inescapable” experience for its victims, as the abuse can follow them not only at school but also at home, at night, and at any moment of the day [6].

Empirical research indicates that 20–40% of adolescents have experienced cyberbullying on social media platforms. This range is based on Tokunaga's (2010) comprehensive meta-analytic review, in which he examined multiple empirical studies conducted in different countries and evaluated the prevalence of cyberbullying among youth. Tokunaga emphasizes that persistent online harassment not only affects adolescents' interpersonal communication, but also has a significant negative impact on their psychological well-being [6].

Recent studies show that the widespread use of social networking sites significantly increases the likelihood of cyberbullying involvement among adolescents, as online interactions often reduce emotional feedback and face-to-face accountability [9].

Adolescence is considered a critical developmental period during which personal identity and social skills are formed [7]. During this stage, interpersonal communication performs the following key functions:

- Emotional support: adolescents share their feelings with their friends;
- Learning social norms: they acquire social rules through interactions within the group;
- Empathy development: understanding others' emotions and responding appropriately;
- Formation of social trust: adolescents learn to trust others [6,7].

Cyberbullying fundamentally disrupts adolescents' interpersonal communication processes and negatively affects their social and psychological development. Research indicates that adolescents who experience cyberbullying tend to socially isolate themselves, which significantly limits their interactions with peers [1,3].

The psychological consequences of cyberbullying include:

- ❖ Social isolation;
- ❖ Decreased empathy and trust;
- ❖ Negative impact on mental health;
- ❖ Violation of social norms [2,5].

Social isolation – one of the most common consequences of cyberbullying – occurs when adolescents targeted by online attacks withdraw from face-to-face or online interactions, reduce their participation in social events, and avoid forming new social connections. This, in turn, weakens their social support networks and increases feelings of discomfort in social environments. Prolonged isolation can hinder the development of adolescents' personal identity and their social adaptability.

Decreased empathy and trust – as a result of cyberbullying, adolescents' ability to understand others' emotions and respond appropriately diminishes. Victimized adolescents often become distrustful toward others and tend to adopt passive or defensive behaviors in social situations. Consequently, their levels of interpersonal trust and empathy decline, disrupting long-term social relationships and group integration [1,3].

According to Wright (2020), adolescents who experience cyberbullying tend to show decreased emotional sensitivity in future interactions, which can disrupt the development of interpersonal trust [8]. This process contributes to emotional detachment and increases vulnerability to psychological stress.

Negative impact on mental health – cyberbullying significantly undermines adolescents’ psychological well-being. It can exacerbate stress, anxiety, and depressive symptoms, as well as lead to low self-esteem and feelings of worthlessness. Research shows that continuous exposure to online harassment and negative comments puts adolescents’ mental health at risk and limits their social functioning [2,5].

Violation of social norms – cyberbullying may cause adolescents to adopt inappropriate behaviors. They may come to perceive aggressive or harmful behaviors as normal, which disrupts the development of social and moral standards. As a result, instead of effectively resisting online harassment, adolescents sometimes engage in negative communication strategies themselves [2,5].

Academic studies indicate that online harassment also alters adolescents’ coping strategies. Barlett and Chamberlin (2022) found that adolescents exposed to persistent cyberbullying are more likely to adopt maladaptive coping strategies, such as avoidance or retaliatory aggression, which further complicates their interpersonal communication patterns and emotional regulation [10]. Victimized youths are more likely to adopt passive or aggressive communication approaches. Passive strategies involve withdrawal and concealment of problems, whereas aggressive strategies manifest as strong or hostile responses to bullying. In this way, cyberbullying negatively affects not only social and psychological well-being but also adolescents’ conflict resolution skills and flexibility in communication [6].

ANALYSIS AND DISCUSSION

Theoretical analysis indicates that cyberbullying negatively affects adolescents’ interpersonal communication in two main ways: socially and psychologically.

Socially, cyberbullying leads to social isolation among adolescents. Victimized youths tend to withdraw from face-to-face interactions with friends, reduce participation in group activities, and are unable to fully perform their social roles [3]. For example, adolescents repeatedly exposed to harassment and ridicule on social networks often remain passive during group tasks, limit their relationships with peers, and struggle to establish new social connections. This situation not only makes it harder to adapt to the current social environment but also restricts opportunities for self-expression within the group.

Furthermore, cyberbullying weakens adolescents’ social support systems. Reduced communication with friends and peers, coupled with feelings of loneliness and isolation, diminishes self-confidence and impairs relationships with others. When prolonged, this process negatively impacts the development of social skills, decreases social adaptability, and disrupts the ability to accept and follow social norms.

Psychologically, cyberbullying significantly harms adolescents’ mental well-being. Continuous harassment, ridicule, and intimidation increase stress, anxiety, and depressive symptoms [5,7]. Adolescents often experience low self-esteem, lack of confidence, and emotional discomfort due to online bullying. These effects reduce empathy and interpersonal trust, impairing their ability to communicate with others, seek social support, and resolve conflicts.

From a psychological perspective, cyberbullying consistently heightens mental stress, which can further disrupt sleep quality, reduce concentration, and decrease interest in academic activities. Additionally, adolescents’ coping strategies change: they are more likely to adopt passive or aggressive behaviors. Passive strategies emerge as attempts to avoid stress and harassment, while aggressive strategies manifest as retaliatory actions or repetition of bullying behaviors.

CONCLUSION AND RECOMMENDATIONS

Theoretical analysis indicates that cyberbullying has profound and multifaceted social-psychological effects on adolescents’ interpersonal communication. It not only leads to social isolation but also reduces empathy and mutual trust, while weakening mental well-being and increasing stress, anxiety, and depressive symptoms. Additionally, cyberbullying alters adolescents’ coping strategies, forcing them to adopt more passive or aggressive behaviors. As a result, social support systems weaken, communication with peers and participation in group activities decrease, and academic as well as interpersonal development processes slow down.

To mitigate these social-psychological threats, restore adolescents’ interpersonal communication, and support their mental stability, a set of strategic recommendations should be implemented:

1. Conduct training on online safety and social communication culture in schools: Regular training sessions should be organized for adolescents, their parents, and teachers on the risks of cyberbullying, online safety rules, and healthy communication practices. This will help protect youths from online harassment and threats and promote a safe internet environment.

2. Establish psychological counseling and support groups for adolescents: Individual and group sessions led by psychologists, counseling, and support systems serve to strengthen adolescents’ mental health and reduce stress.

3. Implement group activities to develop empathy and social skills: School-based sessions aimed at enhancing adolescents' ability to communicate effectively, demonstrate empathy, resolve social conflicts, and build constructive peer relationships should be conducted regularly.

4. Raise awareness among parents and teachers about signs and consequences of cyberbullying: Parents and educators should monitor adolescents' online activities, identify early signs of cyberbullying, and implement timely interventions. This helps maintain adolescents' social and psychological well-being.

Moreover, these recommended measures should be systematic and continuous. To increase their effectiveness, collaboration among schools, psychologists, and parents is essential. Such an integrated approach can reduce the negative consequences of cyberbullying while restoring adolescents' interpersonal communication, empathy, and social trust, and actively engaging them in social and academic development processes.

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